



OKLAHOMA
EDGE

Oklahoma State Department of Education
Individual Career Academic Plans (ICAP) Webinar Series

Small Teams Making BIG Impacts!

Oklahoma Edge

Individual Career Academic Plan



Chelsea Hunt, Career Pathways Strategy Lead
– New Skills for Youth Program
Academic Affairs and Planning

Agenda – ICAP Webinar

Small Teams Making BIG Impacts

March 9, 2018

1:00 p.m. – 2:30 p.m.

1. Welcome – Chelsea Hunt
2. Overview of ICAP
3. Panelist: Geri Gilstrap
4. Panelist: Kathy Perkins
5. Panelist: Meggan Wilson
6. Support/Resources

What is ICAP?

An **Individual Career Academic Plan** is a multi-year process that intentionally guides students as they **explore career, academic, and postsecondary opportunities.**

Beginning with the family and student involvement in the ICAP process and support from educators, students develop the awareness, knowledge, and skills to **create their own meaningful pathways to be career and college ready.**

ICAP Purpose

Individual Career Academic Plan process helps students consider a future career and helps them design the way to get there.

Students have an opportunity to determine their **interests and passions** and ways to explore and experience career opportunities.

With increased knowledge, students, with family and educator support, can **create their individual career pathway to success.**

ICAP Pilot Study Districts

- Ada
- Atoka
- Bennington
- Bristow
- Broken Arrow
- Carnegie
- Choctaw-Nicoma Park
- Duncan
- Enid
- Glenpool
- Grove
- Jenks
- Lawton
- Mid-Del
- Millwood
- Mustang
- Norman
- Oklahoma City
- Owasso
- Peggs
- Ponca City
- Pryor
- Putnam City
- Sallisaw
- Shawnee
- Stillwater
- Stillwell
- Yukon

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Individual Career Academic Plan



Geri Gilstrap
Superintendent
Stilwell Public Schools

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**What capacity issue(s) has
the Stilwell School District
experienced?**

IN THE BEGINNING.....

Choosing the right tool to utilize and WHY

Training for key personnel- carving out the time

Training time for other staff- when and how

Scheduling time for the students- when and where

Internships- limited resources (placements) & liability issue

Looking at credits for internships

“The most difficult thing is the decision to ACT, the rest is merely tenacity.”

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**What has the Stilwell
School District gained from
their participation in the
ICAP pilot study?**

FORWARD PROGRESS.....

More strategic focus on the students individual career paths

More specific and scheduled time exploring career paths

More knowledge to frame curriculum to meet students interests and needs

Exciting opportunities to partner with business and industry

Authentic opportunities for students to experience/explore the workforce

“It’s a beautiful thing when a career and a passion come together.”

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**How has the Stilwell
School District been able to
implement ICAP with your
current capacity?**

INITIATING ACTIONS.....

Elementary students are continuing career exploration through curriculum/field trips

MS students have completed profiles and are developing plans

HS students have completed profiles and are developing plans

Focus now is scheduling time slots for speakers and learning modules

“Plan your work and work your plan”

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What is the Stilwell School District's role in building capacity?

CONTINUED DESIGN FOR IMPLEMENTATION.....

Make certain all stakeholders understand the “WHY” of ICAP

Make certain all training is complete and questions are addressed

Make certain all stakeholders are aware of designed process, and next steps

Have key personnel equipped to aid in further implementation of ICAP

Implementation including speakers and module presentations

“There is no substitute for hard work.” Edison

Has your district experienced capacity issues in the below areas? If so, what processes have been implemented to resolve these issues?

- Aligning curriculum and instruction
- Building teacher knowledge and skills
- Interpreting and using data
- Building school capacity
- Building community capacity
- Building parent (family) capacity

IT ALL TAKES TIME!

Student interest surveys and ICAP profiles have helped to drive curriculum

Staff is still learning more each day about OKCAREERGUIDE/Training continues

Sharing of the ICAP Vision/ It's everyone's responsibility

Taking time to gather and organize data to help drive instruction

Parent nights, information sheets Q & A time

Meetings with and partnerships formed with business and industry

“If you want to go fast go alone, if you want to go far go together!”

Preschoolers Visiting the Fire Station



I WANT TO BE A FARMER!



Senior Interns ready to go out into the workforce!



Mattie Eagleton- Intern at Patterson Vet Clinic



Patrick Huling – Intern Experience





SHS STEM EXPLORATION BALLOON LAUNCH

- <https://www.youtube.com/watch?v=2YgroR43LB0&sns=em>
- https://mail.google.com/mail/u/0/?ui=2&ik=0e56000e37&view=att&th=1618766f311af4bd&attid=0.1&disp=safe&realattid=c4b00fc43f86a06e_0.1&zw

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Individual Career Academic Plan



Kathy Perkins
Principal
Atoka Public Schools

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**What capacity issue(s) has
the Atoka School District
experienced?**

IN THE BEGINNING.....

1. No organization of school programs and a 4 YEAR PLAN for graduation that included a post-secondary plan for college or career.
2. No coordination between the high school and the local career technology center to offer compatible programs and program continuation from high school to career technology center.
3. No connection to parents in an effective format to educate parents and include them in a student's educational plan.

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What has the Atoka School District gained from their participation in the ICAP pilot study?

FORWARD PROGRESS.....

- By becoming an ICAP Pilot school, Atoka High School gained the opportunity to experience trial and error without judgment. Beginning any new program or experience brings fear of change and the unknown.
- Some staff members were reluctant, oppositional, and unwilling. The risk for those who wanted the ICAP program to work was not without exposure to failure. Being an ICAP Pilot school, offered the opportunity to try until we found the ICAP “magic”.

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How has the Atoka School District been able to implement ICAP with your current capacity?

INITIATING ACTIONS.....

- Introducing teachers to the process of student care through Teacher as Advisor. Without success, the transition was made to the ICAP TEAM with eager members to continue the program who presents information in a whole group setting then breaking apart with small group detail and discussion. We call this time spent with students, Cat Scratch (AHS mascot: Wampus Cats)
- Next the school schedule was aligned with the local Career Technology Center's time schedule. Additionally, the 8 period day was arranged to allow for ALL students to attend the Career Tech either morning or afternoon within the school day. These changes increased Career Tech attendance from 32 to 55 to now fall 2018 having near 100 students in attendance.
- ICAP initiation is introduced to students at Grade 9 with a required year long class that the curriculum includes learning to use and begin to create the OKCareerGuide profile. It is followed with a semester required class at Grade 10. Using the data, students can begin to make a Career Pathway to transition to the one of the 4 PLANS of education at Atoka High School.

INITIATING ACTIONS.....

- Creating a Course Catalog that educated students and parents about the Atoka High School educational plans:

SUPREME PLAN: A plan for the student who is an athlete to complete an athletic career, career tech program and receive up to 24 hours of college/concurrent credit.

COLLEGE AND CAREER PLAN: The SUPREME PLAN without the athletic career.

CAREER PLAN: High school credit with attendance at the Career Tech Center with certification and internship program for a specific career pathway.

- HS Diploma with high school program completion: Internship/ work study with certification in school programs.

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What is the Atoka School District's role in building capacity?

CONTINUED DESIGN FOR IMPLEMENTATION.....

The greatest realization of need from the District
is understanding that support from the
Superintendent and Board is vital to the success
of the program.

Has your district experienced capacity issues in the below areas? If so, what processes have been implemented to resolve these issues?

- Aligning curriculum and instruction
- Building teacher knowledge and skills
- Interpreting and using data
- Building school capacity
- Building community capacity
- Building parent (family) capacity

IT ALL TAKES TIME!

Atoka's biggest challenge at this point is
developing relationships with stakeholders and
businesses.

AHS

Counseling, College & Career
Center







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Individual Career Academic Plan



Meggan Wilson
Executive Director of Academic Services
Shawnee Public Schools

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**What capacity issue(s) has
the Shawnee School
District experienced?**

IN THE BEGINNING.....

- Staffing—Who is responsible? How do we share the load?
- Time—Scheduling lessons and fitting “another thing” in with all other requirements
- Teacher Knowledge/Skill/Buy-in
- Technology—availability and mastering the platforms
- Management of new students—getting them caught up (interest/skill inventories and lessons)

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**What has the Shawnee
School District gained from
their participation in the
ICAP pilot study?**

FORWARD PROGRESS.....

- Relationships—students, families, community members
- Opportunities to increase student engagement/student interest through meaningful, real-world activities
- Focus/Pathway—students, teachers, and families
- Resources—okcareerguide, New Skills for Youth Online Community Platform (Next Thought), Webinars, Meetings, Networking with other districts

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**How has the Shawnee
School District been able to
implement ICAP with your
current capacity?**

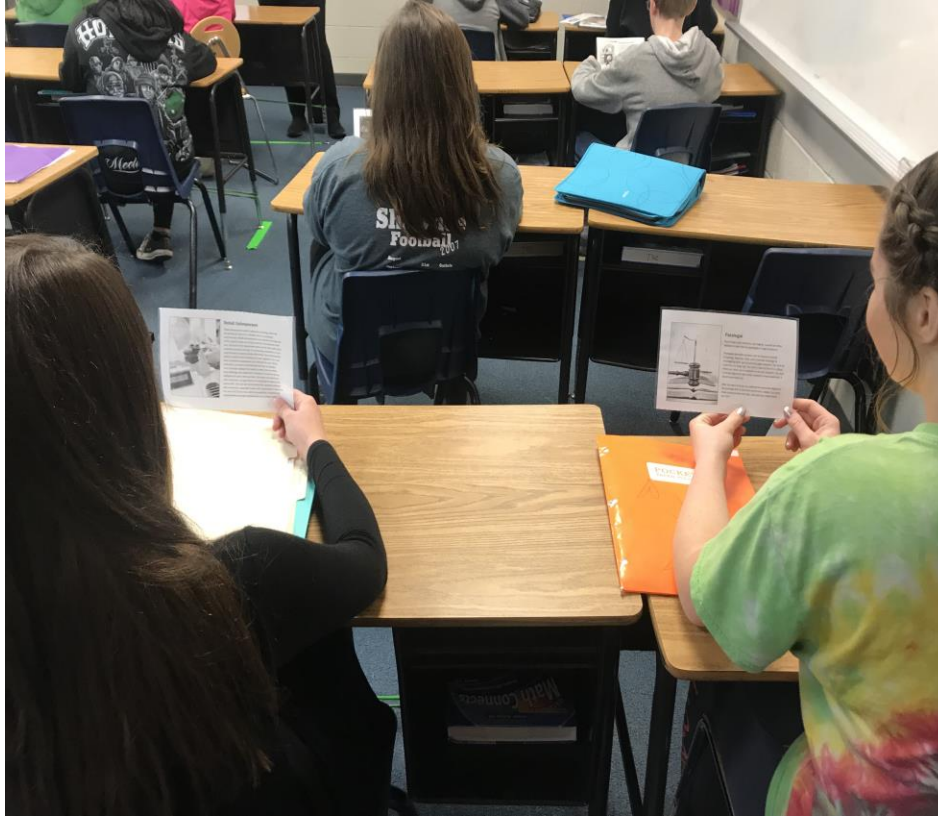
INITIATING ACTIONS.....

- Pilot—7th grade at Shawnee Middle School
- Professional Development provided for all teachers on 7th grade team/counselors/administrators/parents and students on team
- ALL teachers share the load—lessons are divided by content area
- Planning occurs weekly in grade level PLCs
- Teacher created lessons—okcareerguide along with teacher ingenuity and creativity to tie to content specific standards (graphic organizers, templates, research, etc.)

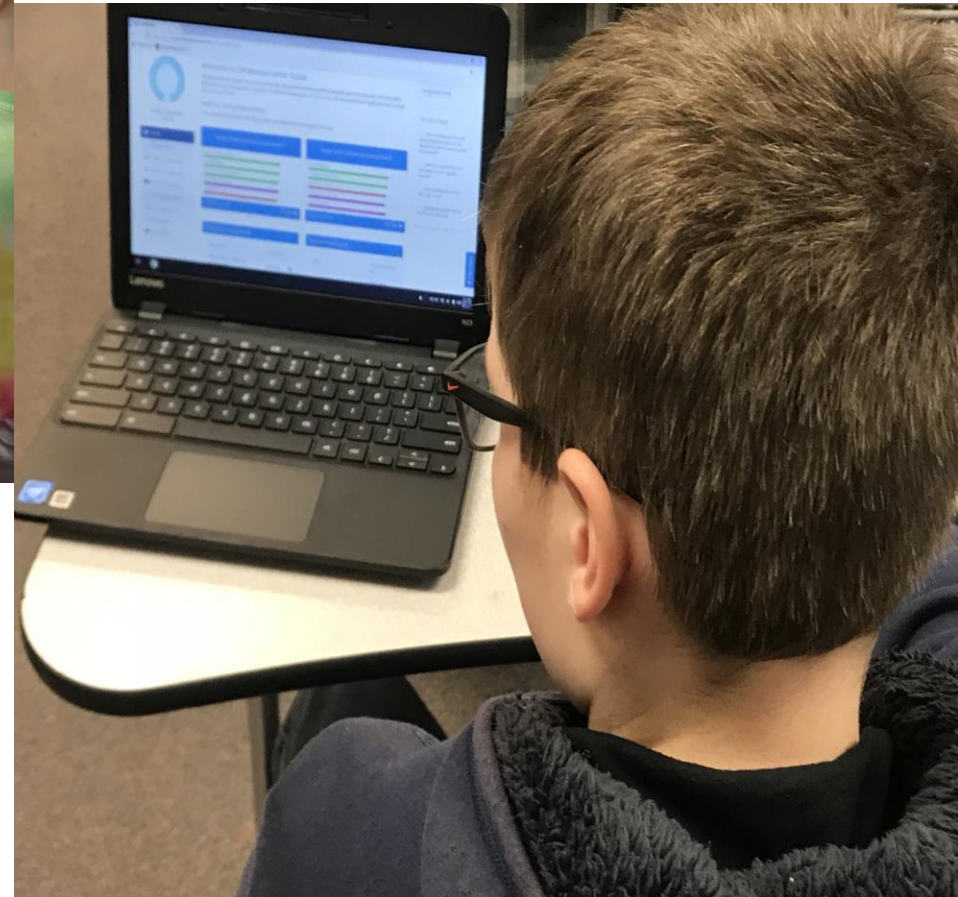
INITIATING ACTIONS.....

- Guidance lessons are framed around interest and skill inventories and then reinforced by lessons in core classes
- Timelines created through team input for 7th grade Pilot year and for next year's inclusion of 6th and 8th grade students
- Meetings with Chamber of Commerce, Shawnee Economic Development Foundation, and Shawnee Educational Committee to discuss future internship programs
- ICAP added to our Continuous Strategic Planning Initiatives with K20 and OSSBA
- Careers in the Classroom—Dr. Wilson, Geologist scheduled for 2/23/18

Researching careers based upon
interest inventory



okcareerguide—Interest Inventory
results analysis





Tuition

How much is the cost of a semester's tuition?

Source-



Degrees/ Certifications

How many degrees or certifications are offered at the school?

Source-



Mascot

What is the mascot of the school?

Draw it below.

Source-



Where is it located?

Source-

College or Technology School Choice:

Brief history of the college or technology center or school-

How many students attend?

Source-

Source-

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**What is the Shawnee
School District's role in
building capacity?**

CONTINUED DESIGN FOR IMPLEMENTATION.....

- Professional Development/Training
- Resources/Materials
- Staff Additions—Coordinator of Internships/Community Partnerships
- Continuous Strategic Planning Initiative
- Counselor Meetings
- PLC Discussion Topic
- Leadership Team Meetings
- Community Outreach/Partnership Development

Has your district experienced capacity issues in the below areas? If so, what processes have been implemented to resolve these issues?

- Aligning curriculum and instruction
- Building teacher knowledge and skills
- Interpreting and using data
- Building school capacity
- Building community capacity
- Building parent (family) capacity

IT ALL TAKES TIME!

- Teachers work collaboratively to align ICAP curriculum with OAS standards to maximize instructional time in core content areas
- Targeted professional development has assisted us in the building teacher knowledge and skills.
- Weekly PLCs contain ICAP discussions/lesson planning
- Teachers share successes with other grade levels at faculty meetings to help create buy-in.
- Pre-planning meetings with counselors, teacher leaders, and administrators at the High School are underway for the implementation of 9th grade next year.
- Through community meetings, we are working to develop relationships and partnerships with key stakeholders in the community for Junior/Senior Internships.
- Last week we hosted a Parent Information session on ICAP. We have established a protocol for student-led conferences for next year that will include ICAP student surveys, plans of study, etc.

Panelist Contacts



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Support/Resources

- OSDE Website Information, [Here](#)
- ICAP Newsletter Sign up [HERE](#) select "College & Career Readiness."
- Sign up for the 2018 – 2019 ICAP Pilot Study, [HERE](#)
- Career Advising Toolkit
- OSDE Staff
- OSDE Online Community Platform - <https://osde.nextthought.com/app/>
- OK Career Guide – Erica Harris erica.harris@careertech.ok.gov
- OK College Start – Theresa Shaklee tshaklee@ocap.org
- Follow us on social media:
[Website](#) | [Facebook](#)

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